DOCUMENT RESUME

ED 059 346 VT 011 364

TITLE	A Plan for Career Development in the Public Schools of the District of Columbia. Task Force Report on Vocational Education.
INSTITUTION	District of Columbia Board of Education, Washington, D.C.
PUB DATE	May 69
NOTE	39p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Education; *Career Planning; Conceptual Schemes; Curriculum Development; *Educational Planning; Educational Programs; Elementary Grades; Instructional Staff; Occupational Clusters; Program Planning; Secondary Grades; *Vocational Development; *Vocational Education
IDENTIFIERS	Occupational Exploration

ABSTRACT

To design a plan for implementing recommendations for vocationally oriented programs at all educational levels, and specialized vocational training directed toward specific career objectives, an 18-member task force reviewed recommendations from several studies, conferred with vocational education specialists and school administrators, and conducted a public opinion survey among students, teachers, and the community. Major task force recommendations were: (1) Design a sequential pattern of career development for all levels which is closely related to the world of work and continuing education institutions, (2) Institute a 5-year plan of curriculum and staff development for implementing the career development program, and (3) Secure funds and initiate planning for constructing a career development center. Conceptual schemes are provided for career foundations at the elementary level, the career cluster concept, career survey at the junior high level, and career exploration and preparation at the senior high level. (SB)

ED 059346

A PLAN FOR CAREER DEVELOPMENT

IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

TASK FORCE REPORT

ON

VOCATIONAL EDUCATION

MAY 1969

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A PLAN

FOR

CAREER DEVELOPMENT

IN

THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

TASK FORCE REPORT ON VOCATIONAL EDUCATION

MAY, 1969

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B. Agenda of Speakers and Guest Participants in Task Force Meetings

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E. Community Opinion Survey

F. Career Clusters in the Detroit Plan

G. An Integrated Junior High Unit on Electricity

H. Survey of Present Vocational High Schools

PREFACE

Historically there has been very little interest over the years in vocational education within the Public Schools of the District of Columbia. Within recent years attempts have been made to improve and expand inadequate facilities and equipment under categorical Federal programs. However, efforts to finance major changes through regular budget processes have been frustrated at one of the several levels in the budget review mechanism.

This recommendation for the adoption of a Career Development Program for all students is in line with both the demands of students for greater relevancy in education and the advice of specialists that we establish closer ties between the schools, their curriculum and the total community. At the secondary level it includes a flexible mechanism for meeting individual needs which will reinforce other innovative program changes currently being considered.

The recommendation for the construction of a Comprehensive Career Development Center to serve all high school students is most appropriate. Previous plans for the construction of facilities in this area were tabled when the Washington Technical Institute and the Federal City College were established in 1966. The program of the Comprehensive Career Development Center for high school students and for adults will be closely coordinated with the activities of these new institutions of higher education. I am hopeful that the District Government and the Congress will share our concern to round out these educational opportunities within the District, and that they will assist us in moving ahead rapidly with this construction.

The five year plan for the implementation of the proposed Career Development Program at all levels of instruction has been designed to coordinate with changes in staff development activities and with the decentralization of instructional services. Needless to say, all of these activities will place heavy demands upon the total staff. I am confident, however, that their commitment and sense of urgency will enable the Public Schools of the District of Columbia to meet the great challenge which is before us.

Wm. R. Manning

WILLIAM R. MANNING
Superintendent

ACKNOWLEDGEMENTS

The objective of the Task Force on Vocational Education was to review recommendations concerning Vocational Education which have been made to the Board of Education over the past several years, and to develop a plan which would focus on vocational needs at all levels, including specialized training directed toward specific career objectives.

After many meetings, much study and long deliberation, the Task Force has developed a comprehensive conceptual design for career development for the Public Schools of the District of Columbia. The report includes general recommendations regarding both school curriculum and facility needs.

We wish to express appreciation to the members of the Task Force and others for the many hours of effort they have so generously given in developing this plan for career development. We especially appreciate the major contribution of members of the Task Force who were not personnel of the School System, including the two students who were full members of the group. In addition, we are indebted to Mr. Francis Gregory, Special Assistant to the Associate Manpower Administrator, U. S. Department of Labor; Dr. Leon Minear, Director, Division of Vocational and Technical Education, U.S.O.E., Dr. Cleveland Dennard, President, Washington Technical Institute; and many others for their support and assistance. We very much appreciate the continued assistance of Mrs. Wanda Hinshaw, Administrative Assistant to the Assistant Superintendent for Adult and Vocational Education, who acted as Secretary to the Task Force and facilitated the completion of this report. Finally, we wish to note the cooperation of the Division of Research and Long Range Planning for coordinating our efforts to poll the opinion of parents, teachers, and students to whom our efforts are dedicated.

Harold A. Clark
Chairman

Robert J. Volland
Co-Chairman

I

SUMMARY STATEMENT

This report focuses on education for careers. Career is interpreted both as the total pattern of employment an individual will follow over the course of his life and as the specific marketable skill with which he gains entry into the world of work. Few school systems today have a well planned Career Development Program for all students. And yet, in contemporary America a working career is probably the most important factor in determining a sense of worth to society. In large measure a man's career also determines his sense of selfesteem. An income and all that income means for a concept of self, and the daily pattern of personal pride and satisfaction as a human being are in large measure shaped by employment and the quality of performance in it.

Contemporary technology and the increasing specialized level of all career fields require a high level of career planning and career preparation if one is to compete successfully in the employment market. As a result, the initial career decisions made by teenagers, the nature of their entry into a fulltime work career will have a strong impact upon the total pattern of their employment career.

This report proposes a sequential Career Development Program for all students in the Public Schools of the District of Columbia. This Career Development Program would be designed to prepare them for making wise career decisions and would provide the full range of educational programs and guidance and counseling services necessary to facilitate their successful entry into the world of work, either directly from high school or following continued education.

In summary the report recommends:

1. THAT A SEQUENTIAL PATTERN OF CAREER DEVELOPMENT BE DEVELOPED WHICH WILL INFLUENCE THE EDUCATIONAL PROGRAM OF ALL STUDENTS, K-12, WITH CLOSE TIES TO THE WORLD OF WORK AND TO THE INSTITUTIONS ASSOCIATED WITH CONTINUING

EDUCATION AND FURTHER CAREER SPECIALIZATION.

At the Elementary School Level...in conjunction with continued efforts to upgrade student achievement in the basic skills of reading, writing and arithmetic which are essential Career Foundations, new curriculum would be introduced focusing on the economic realities underlying our society, and upon the expanding role of Technology in modern life. A resource skill center and teacher would be added to each school to expand the development of manipulative skills.

At the Junior High School Level...the curriculum in grades seven and eight for all students would be redesigned to relate academic studies to a comprehensive Survey of Careers in our society, including the pattern of work, the requirements for job entry and the knowledge and technology underlying the several clusters of careers.

At the High School Level...a comprehensive pattern of education for all students would be established with all students registered jointly in their area high school and in an eight to ten thousand student Comprehensive Career Development Center. The center would be divided into several clusters, each with close ties to business, industry, governmental and professional institutions, and providing general and specialized vocational and related academic courses. A flexible pattern of fulltime and parttime study along with extensive cooperative work-study and job sampling programs should eliminate the concept of "dropout", and place all students on a career ladder in fulltime employment or continuing education.

2. THAT THE SYSTEM EMBARK AT ONCE UPON A FIVE-YEAR SCHEDULE OF CURRICULUM DEVELOPMENT AND STAFF DEVELOPMENT DESIGNED TO IMPLEMENT THIS CAREER DEVELOPMENT PROGRAM FOR ALL STUDENTS.

For roughly the first two-years, activities on the elementary and junior high level would focus on pilot schools, followed by implementation in all schools in conjunction with the new decentralized instructional services teams. Implementation at the high school level would focus immediately on revising and expanding the programs in present vocational high school facilities. Joint registration with area high schools would be phased in until all students would be parttime in the vocational high school facilities, and the number of students were doubled the present three thousand capacity fulltime enrollment.

3. THAT IMMEDIATE STEPS BE TAKEN TO SECURE FUNDS AND INITIATE PLANNING FOR THE CONSTRUCTION OF A TEN TO TWELVE THOUSAND STUDENT COMPREHENSIVE CAREER DEVELOPMENT CENTER* TO SERVE ALL HIGH SCHOOL STUDENTS ON A PARTTIME BASIS.

The present five vocational high schools could be used only temporarily to house the flexible pattern of career development activities required by all students. Several of them might be used for long term specialized programs. They are ill equipped and designed, however to house the full program. They cannot serve the twenty thousand high school population of the District, and the additional thousands which will be added as we reduce our dropout rate. Full implementation of this Career Development Program requires a new, well equipped Comprehensive Career Development Center.

II

THE TASK FORCE ON VOCATIONAL EDUCATION

The Vocational Education Program of the public schools of the District of Columbia has been the subject of several extensive studies over the past several years most notably the study of the Odell MacConnell Associates of 1965, the study directed by Dr. Harry A. Passow of Teachers College, Columbia University, completed in 1967, the study of the Vocational Education Advisory Council to the Board of Education of 1967, and the report of the Executive Study Group of 1968. Each of these studies included a variety of recommendations. In January of 1969, the present Task Force was established to review these studies and develop plans for revisions in the present programs and services as well as for the establishment of new programs.

Since Vocational Education programs are heavily supported by the Federal Government, the Amendments to the Vocational Education Act of 1968, should eventually have a great impact upon our school program. The Task Force believes that the Career Development Program proposed herein for the District of Columbia meets the full challenge of the new Act to develop a creative program that will serve all students. One feature of the Federal legislation is the establishment of a Vocational Education Advisory Council to be assisted by a planning and evaluation staff. This new Advisory Council has just been organized in the District of Columbia. The Task Force has talked informally with several individual members of the new Advisory Committee, however, and it is anticipated that they will give their general approval of the proposals contained in this report, and lend support to the challenge of implementation which lays ahead.

Objectives of the Task Force

To design a plan for the implementation of recommendations in the area of Vocational Education focusing particularly upon 1) vocationally oriented programs for all levels of instruction and 2) specialized vocational training directed towards specific career objectives.

Membership

The size of the Task Force was kept at a minimum to facilitate regular meetings. The membership included representatives from each of the major instructional departments in the system along with a principal, several teachers, two students and a member of the former Advisory Council on Vocational Education. The Task Force was chaired by Mr. Harold A. Clark, Assistant Superintendent for Adult and Vocational Education, and Mr. Robert Volland, Director of Vocational Education. Other members included the following:

Mr. Leo Allman	Assistant to Assistant Superintendent for Secondary Schools
Miss Lauraline Barr	Student, M. M. Washington, Vocational High School
Mr. Alvin Clay	Teacher, Paul Junior High
Mr. Paul E. Cawein	Executive Assistant to the Deputy Superintendent for Instructional Services
Mr. Nathaniel E. Hill	Assistant Director, Guidance
Mrs. Dorothy Hobbs	Supervising Director, Special Education
Mr. Nicholas R. Loope	Chairman, Vocational Education Advisory Council
Miss Jane Matney	Teacher, Wilson High School

Mrs. Barbara Nuchims	Washington Technical Institute
Mr. John W. Posey	Principal, Phelps Vocational High School
Mr. Martin Schulman	Teacher, M. M. Washington Vocational High School
Mr. James Talbert	Director of Elementary Administration
Mrs. Maureen Thomas	Teacher, Goding Elementary
Mr. Stanley Tillery	Student, Spingarn Senior High School
Dr. Gilbert Ware	Executive Assistant to the President, Washington Technical Institute
Mr. Robert Humbles	Research Assistant, Division of Long Range Planning

Procedures

The Task Force has met each Thursday morning for the past three months. It began its activities by reviewing the reports and recommendations of the studies mentioned above. (See Appendix A for a summary of these recommendations). It has conferred with a variety of specialists in the field of Vocational Education, several of whom were associated with the above studies, and it has met with a full range of personnel within the system to discuss present programs and to explore possible plans for action -- supervising directors, principals and teachers at all levels (See Appendix B for a complete list of consultants). It also conducted a public opinion survey in cooperation with the Department of Research and Long Range Planning among students, teachers and the general community. (See Appendices D, E, and F for reports on these surveys).

III

RATIONALE

Underlying Concerns

The public schools of our nation are in need of a major overhaul. We may point with pride to the significant role they have played in our history -- to the contribution they have made toward melding a diverse population of immigrants into a nation, to their stimulation and nurturance of the social and economic aspirations of a host of children and youth, and to the essential part they have played in our technological growth, the most rapid in the history of the world. But the schools have never adequately served the educational needs of all children in our society. The major group in this category, the black students, are today joined by an increasing number of dissatisfied students and citizens in demanding that the schools rethink their programs and objectives.

Critics of the public schools abound, but few are more devestating than the sociologist Paul Goodman, who charges in Compulsory Miseducation and the Community of Scholars: "spirit breaking is the principal function of the typical lower class school....we are getting lockstep scheduling and grading to the point of torture....The scholastically bright are not following their aspirations but are being pressured and bribed; the majority -- those who are bright but have other kinds of vitality are being subdued." In an era when the successful completion of high school is viewed as essential for employment, well over one third of the students in the schools of the District of Columbia drop our before high school graduation. An even larger number are failing to respond enthusiastically or benefit significantly from the educational programs in which they continue to be enrolled.

Technological advancements in transportation, communications and in the methods of production are having an impact on all aspects of our society. Every indication is that the rate of social change will accelerate rather than abate in the years to come. And yet the structure of our curriculum and the patterns of our schooling still follow designs initiated thirty to fifty years ago.

In response to its charge to educate individual children, the schools continue to look with pride upon the process of upward social and economic mobility which they have supported in the past. Today, however, the weeding-out process which facilitated this process is no longer acceptable. The system of testing and ability grouping which enabled the focusing of resources on those whom the schools identified as talented has been rejected publicly and in the courts. Nor is it longer possible for the schools to "push out" their rejects into a job market ready and willing to employ massive numbers of the unskilled. The present and future plight of the anachronistic dropout is one of the gravest indictments leveled by critics against our schools. (See Chart A.)

Preparation for the world of work would seem to be an inevitable and primary objective of the public schools; it serves both a societal need and a need of individuals. Such has not been the case. The schools have never been judged on their contribution to successful work careers, but rather on their success in getting their graduates into college. And judged on this criteria, the public schools have been successful. More than 63% of the graduates from neighborhood high schools in the District of Columbia last year went on to college or other forms of continuing education. What is ignored in this type of evaluation is that almost half of our students are not graduating from high school. Pressed now to provide high school educations for all students, the schools must reassess their traditional orientation towards the college bound.

Specific vocational programs at the high school level have suffered a second class status. Although the overwhelming majority of the graduates from vocational courses are trained with specific marketable skills, many feel that they must compromise their self respect to gain the skill. In the words of the social psychologist, Edgar Friedenberg, "...no matter how good you are in shop, there is plenty in most high schools to remind you that, if you're in the vocational track, you're already dead." The second class status is emphasized when vocational students are segregated into special high schools. Furthermore, those students who do choose to enter vocational schools, and who pass the entrance examinations designed to prevent

the schools from becoming dumping grounds for the general or academic high schools, must select a specific career at the age of fifteen, long before they have had an opportunity to explore the broad range of career opportunities which our economy has to offer today, or to consider the future implications of these careers. Specialists in occupational training have become increasingly critical of the narrow vocational program offered at the secondary level. While they do not question the need to prepare students with marketable skills, they advocate more emphasis upon general skills which will prepare the individual for the occupational adjustments to technological changes which will be required with increasing frequency in the years ahead.

General Propositions

Almost immediately in its deliberations, the Task Force concluded that it would be inappropriate to limit its considerations to programs currently described as vocational education. Indeed, the group felt that the type of educational program required was so far different that a new name should be adopted. The term Career Development seemed the most appropriate. It has been adopted by several large school systems and is increasingly used in educational literature. Changing a name of a program does not assure that the program will be changed, but at the same time making a radical change in a program without changing the name can be very confusing to all concerned. The Task Force strongly recommends the adoption of the name Career Development. The following general propositions outline the major concerns of the Task Force:

1. CAREER DEVELOPMENT MUST BE AN INTEGRAL PART OF A RELEVANT PROGRAM OF EDUCATION AT ALL LEVELS OF INSTRUCTION.

   One of the common recommendations in the various studies of the District Schools is that preparation for the world of work should begin early in

a child's school career. Our survey of student opinion indicates not only a desire for more information regarding careers, but for information earlier than now provided. Educational research in this area strongly supports the idea that the foundations for career development must be provided in the elementary school. The form and content of career development instruction in the elementary school will be different than that at the junior high or high school level, but, as with all learning, the foundations established in childhood will lay the groundwork for later growth and learning.

2. CAREER DEVELOPMENT MUST FOCUS UPON EXPANDING AN AWARENESS OF THE RANGE OF PRESENT AND FUTURE OPPORTUNITIES, UPON THE DEVELOPMENT OF MARKETABLE SKILLS AND UPON STIMULATING A POSITIVE PERSONAL RESPONSE TO THE CHALLENGE AND REWARDS OF THE WORLD OF WORK BASED UPON A SENSE OF DIGNITY OF ALL WORK.

There are several dimensions to all learning. One dimension, the so called "cognitive domain," deals with the learning of knowledge, expanding of awareness and gaining skill to handle these specifics and generalizations. In this regard career development must provide the opportunity for students to understand the role of work in our society, the range of career opportunities opened to them in the world of work and changes which in our rapidly evolving society may occur in the area of careers. This learning is essential for students to make intelligent career decisions. The so called "affective domain" of learning deals with the formation of values and attitudes. In this domain career development like all of education, must respect

the personal rights of each individual, and yet it must be concerned to provide students with learning experiences which will enable them to form a positive personal response to the challenge of establishing a career for themselves in the world. Furthermore, it is intrinsic to the basic values of a democratic society, that all individuals have a basic sense of respect for the dignity of others and the work which they perform.

3. CAREER DEVELOPMENT MUST BE THE COOPERATIVE RESPONSIBILITY OF ALL INSTRUCTIONAL UNITS, WITH CURRICULUM, GUIDANCE AND COUNSELING ACTIVITIES CLOSELY COORDINATED.

   This proposition may seem to simplistic to state and yet all too often specific educational responsibilities are assigned to a specialized group in the schools and students are not aided in integrating and drawing together uncoordinated and unplanned learning experiences. All instructional units must carry a responsibility in career development and it is essential that all of these units cooperate in the planning of these programs and in coordinating the use of their resources in carrying out these programs.

4. CAREER DEVELOPMENT MUST BE OFFERED IN A VARIETY OF FLEXIBLE PATTERNS TO SERVE REALISTICALLY THE NEEDS AND ASPIRATIONS OF INDIVIDUAL STUDENTS:

   a. ALL STUDENTS MUST BE ENCOURAGED AND ASSISTED TO CONTINUE THEIR FORMAL EDUCATION AT LEAST THROUGH HIGH SCHOOL, IN CONJUNCTION WITH PARTTIME OR FULLTIME EMPLOYMENT WHERE DESIRED.

b. ALL STUDENTS MUST BE ENCOURAGED TO DEVELOP A MARKETABLE SKILL PRIOR TO LEAVING SCHOOL;

c. ALL STUDENTS MUST BE PREPARED FOR CONTINUING EDUCATION TO EXPAND THEIR LEVEL OF POST SECONDARY COMPETENCE AND TO MEET NEW CAREER REQUIREMENTS RESULTING FROM TECHNOLOGICAL CHANGES, AND MUST BE STIMULATED TO CONTINUE THEIR CAREER DEVELOPMENT IN JOINT UNION AND EMPLOYER APPRENTICESHIP AND SPECIAL TRAINING PROGRAMS, TECHNICAL SCHOOLS, COLLEGES AND OTHER INSTITUTIONS OF SPECIALIZED EDUCATION AFTER HIGH SCHOOL.

Greater flexibility in the form and content of our instructional programs is needed in the schools on all levels if they are to meet the individual learning needs of students. This is particularly true at the secondary level, where the patterns of individual growth and development and the variations in goals and needs become more apparent and firm. One dimension of this flexibility is associated with the student who for personal reasons desires or is required to embark upon a work career prior to completing his high school graduation. Hopefully it will be possible to provide such students with an opportunity for parttime work within the job sampling and cooperative and work study programs described later in this report. However, it should also be possible for a student to leave fulltime school and work either parttime or fulltime without being considered or

without considering himself as a dropout from education. For such students regular channels must be open to continue education parttime or to return fulltime studies at a later period. While every effort should be made to assist these students to develop a marketable skill prior to leaving school, the flexibility of the educational system should permit them to upgrade this skill or to move on to more advanced levels of specialization through part-time study.

It is the opinion of the Task Force that all students, including those students who continue on beyond high school graduation into a pattern of continuing education at a technical school or college, should have a marketable skill before leaving high school. There are several bases for this concern. While specific long term data on graduates of the D. C. Public Schools is not available, it is estimated nationally that only 40% of the students who enter college complete a baccalaureate degree. Furthermore, many students who plan during high school to go on into continuing education never do so. With a flexible pattern of programming at the high school level it should be possible to assist all students to gain some marketable skill to ensure their successful entry into a work career. Students who do complete advanced education may develop a skill in high school which is associated with their long term career aspirations and gain perspective from the opportunity of sampling areas of employment associated with these long term goals.

In planning the individualized program of each student at the high school level, it is essential that minimal requirements for continuing education be completed by all students. This involves both the study of specific credit courses, and also an orientation of all students toward the needs for retraining and further advanced training that exists in our technological

society. The opportunity to continue one's educational career after embarking upon a work career is increasing in our society. All students should be prepared and encouraged to participate in this continuing education.

5. CAREER DEVELOPMENT, INCLUDING SPECIALIZED VOCATIONAL PROGRAMS MUST BE DESIGNED IN A FASHION WHICH FACILITATES MAXIMUM INTER-ACTION AMONG STUDENTS THROUGHOUT THEIR HIGH SCHOOL CAREERS.

The requirement that students at the ninth grade level decide either to enter a specific vocational training program in a vocational high school or to continue their education in one of the regular area high schools is generally unpopular with students. Most educational specialists today feel that the ninth grade is too early for students to make this kind of specific career decision. Furthermore, it tends to set vocational education apart and makes it difficult for regular high school students to move into a specialized program leading to a marketable skill. Finally, most students would like to continue their association with their neighbors and peers throughout their high school career rather than experience the anxiety of being separated from the mainstream.

6. CAREER DEVELOPMENT MUST INCLUDE PLACEMENT AND RELATED FOLLOW-UP SERVICES; PRESENT ATTENTION GIVEN TO COLLEGE ENTRANCE MUST BE REPLICATED FOR STUDENTS ENTERING OTHER FORMS OF CONTINUING EDUCATION AND FOR STUDENTS ENTERING DIRECTLY INTO THE JOB MARKET.

The need to expand the availability of career guidance for all students is included in each of the studies associated with career development. As indicated in No. 3 above, these supportive services are seen as a central part of the career development program. The present proposition is included, however, because placement is not currently considered as a coordinated responsibility of the school system. In our Vocational High Schools a concerted effort is made to place graduates in appropriate entry positions in the world of work. The Task Force deems it as essential that all schools assist students with this initial placement. Carrying out this responsibility should not only be of benefit to the students who are placed, but it should also facilitate the interaction between the personnel of the school system and individuals in the firms, agencies and institutions who employ students. This interaction should facilitate a sense of responsibility on the part of the schools for preparing students for realistic careers. There is an intrinsic and healthy sense of accountability established in assuming the responsibility for placement.

7. CAREER DEVELOPMENT MUST AID THE HANDICAPPED TO ATTAIN THE BROADEST POSSIBLE CAREER ASPIRATIONS WITHIN THE MAINSTREAM OF STUDENT ACTIVITIES, SUPPORTED BY SPECIAL EDUCATIONAL PROGRAMS AND FACILITIES WHERE NECESSARY.

   The Task Force did not undertake a careful review of special programs within the system designed to meet the needs of the handicapped. It was generally clear however, that these programs are only beginning to focus on the full

range of needs of these students. In line with the general proposition No. 5 above, the Task Force feels that wherever possible special education should be a supportive function, assisting students with handicaps to share in the full range of career development programs and other educational activities. Separate education programs and facilities should be provided only when they are clearly in the best interests of the handicapped.

THE EDUCATIONAL PROCESS 1969

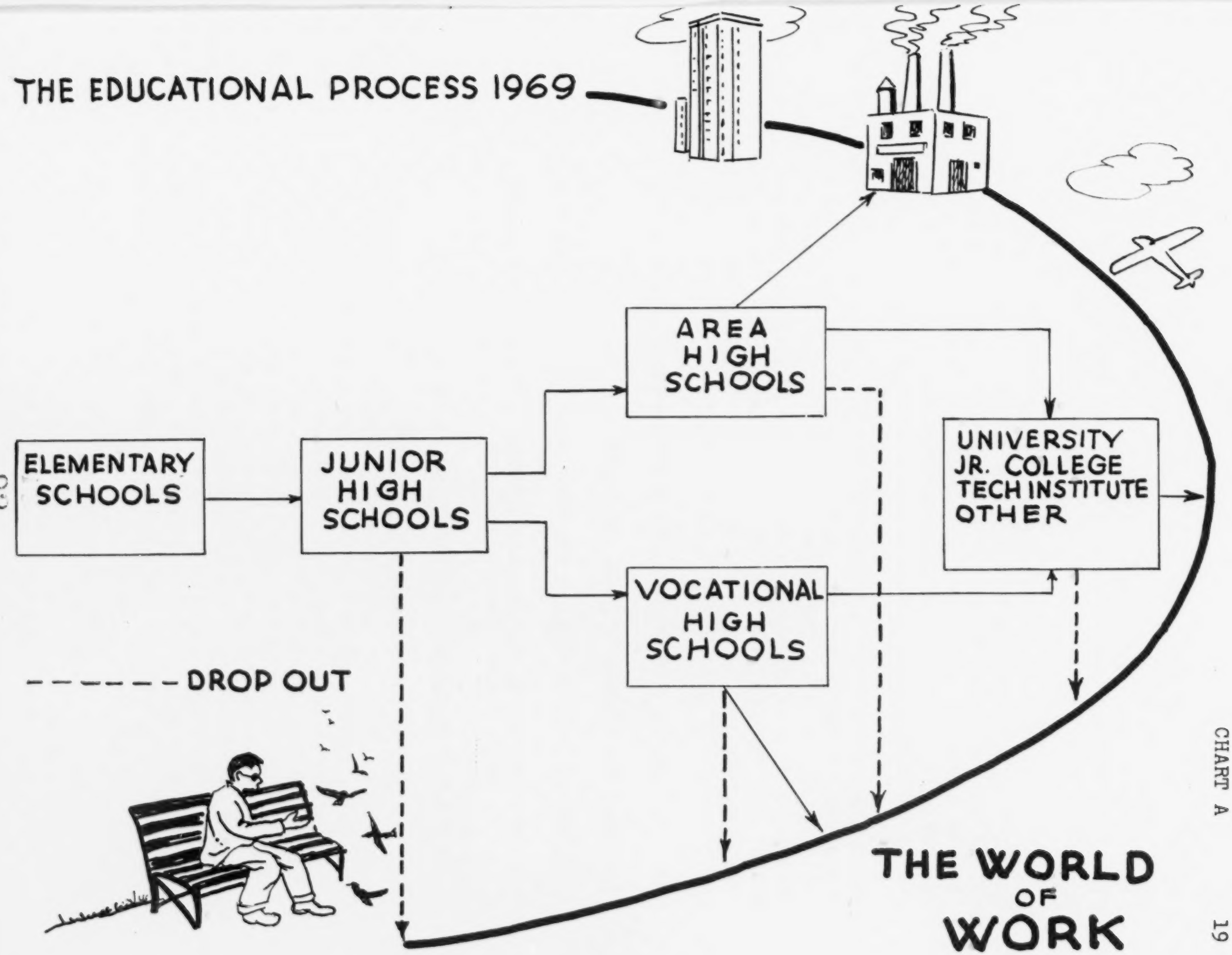


CHART A

IV

CONCEPTUAL DESIGN OF A CAREER DEVELOPMENT PROGRAM FOR THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

This design is intended to present a general plan of a career development program which is both feasible and practicable for implementation within the Public Schools of the District of Columbia in the next five years. In its discussion the Task Force has considered a variety of specific details associated with implementation of this design to test its feasibility. In all cases members have agreed that the design can work effectively for students. The design is presented here in general terms, however; it is the opinion of the Task Force that specific elements are best worked out in final form by a planning and implementation staff, in conjunction with the personnel of the system who must be involved in the actual implementation. The Conceptual Design is presented in four segments:

A. Career Foundations at the Elementary Level

B. The Career Cluster Concept

C. Career Survey at the Junior High School Level

D. Career Exploration and Preparation at the Senior High School Level.

A. Career Foundations at the Elementary Level

The foundations for individual Career Development are laid in the elementary school. A variety of programs for revising the educational program at the elementary level are being considered and tested in the public schools of the District of Columbia as elsewhere. For the most part these focus quite properly on raising the level of traditional skill development -- reading, writing and arithematic. An increasing number of new efforts at the elementary level are also focusing on the social and psychological needs of children as these relate to learning.

Teachers must become aware of the vital role which their interaction with children, for example, including their pattern of reward and punishment and even their subtly revealed level of expectations, have upon the learning and self confidence of their students. In most cases, it is possible to offer learning experiences and activities which allow for simultaneous traditional skill development and the meeting of individual social and psychological needs. The Foundations of Career Development are based upon meeting the learning needs of individual children.

Career Development Foundations also require special learning experiences which are not now provided for all students. Curriculum materials and learning activities must be introduced which focus on the establishment of a realistic awareness of the world of work and the establishment of a positive orientation toward career development.

SPECIFICALLY, THE TASK FORCE RECOMMENDS THE INTRODUCTION OF SUCH ECONOMIC CONCEPTS AS SCARCITY, SPECIALIZATION, DIVISION OF LABOR AND MARKET MECHANISMS AS THEY CLARIFY THE ECONOMIC LIFE OF THE HOME, THE NEIGHBORHOOD AND THE COMMUNITY...THE STUDY OF TECHNOLOGY AS IT INFLUENCES THE PATTERNS OF HUMAN LIVES AND WORK CAREERS, INCLUDING A SURVEY OF TOOLS, SIMPLE MACHINERY AND INSTRUMENTS WHICH UNDERGIRD THE FABRIC OF DAILY LIVING AND WORK IN OUR SOCIETY . . . THE INTEGRATION INTO ALL LEARNING OF CREATIVE MANIPULATIVE ACTIVITIES INVOLVING THE USE OF TOOLS AND SIMPLE EQUIPMENT TO COMPLETE INDIVIDUAL AND GROUP

PROJECTS AND MODELS, AND THE EXPANSION OF SIMILAR ACTIVITIES WHICH MAKE ABSTRACT IDEAS MORE CONCRETE THROUGH THE USE OF MANIPULATIVE SKILLS. A RESOURCE LABORATORY AND RESOURCE SPECIALIST SHOULD BE ESTABLISHED IN EACH SCHOOL TO AID IN THE CONTINUED INTEGRATION OF THESE INDIVIDUALIZED ACTIVITIES INTO ALL CURRICULUM AREAS.

B. <u>The Career Cluster Concept</u>

The traditional methods of classifying the broad range of careers in our modern society has tended to confuse and mislead students as they begin to consider their careers at the junior and senior high levels. In popular language, we have tended to classify careers along the lines of assumed income and social status. We speak of employment which is professional, sub-professional or technical. We speak of occupations, crafts and trades. While no one can deny that these patterns of classification have some meaning, the social and economic changes which are accompanying current technological changes in our society are remarkably restructuring not only the traditional income gradations associated with these classifications, but also their social status. A journeyman plumber may earn more than most lawyers and as much as many businessmen. It would be naive to deny that there are great variations in our society between the rich, the broad middle class, and the poor, or to assume that these discrepancies do not have implications for career decisions on the part of students. There is at the same time, however, an increased concern in society generally and among students "especially to do their own thing," to become involved with a career that provides an opportunity for personal satisfaction.

It is appropriate, therefore, and important to find a new kind of classification for careers that enables students to see realistically the full range of career opportunities in our society. Rencently, there has been developing around the country an interest in the classification system known as the cluster concept. Based upon an analogy to the solar system this approach classifies the total galxy of careers in our society into several clusters of related careers. Each cluster in turn may be broken into more closely related families of careers which in turn encompass a host of more clearly related specific career options. In each of the clusters the careers range from manager, scientist, engineer, technician, tradesman, salesmen, servicement, to operator. Several research projects are currently under way under grants from the United States Office of Education to refine this cluster pattern of classification of careers.

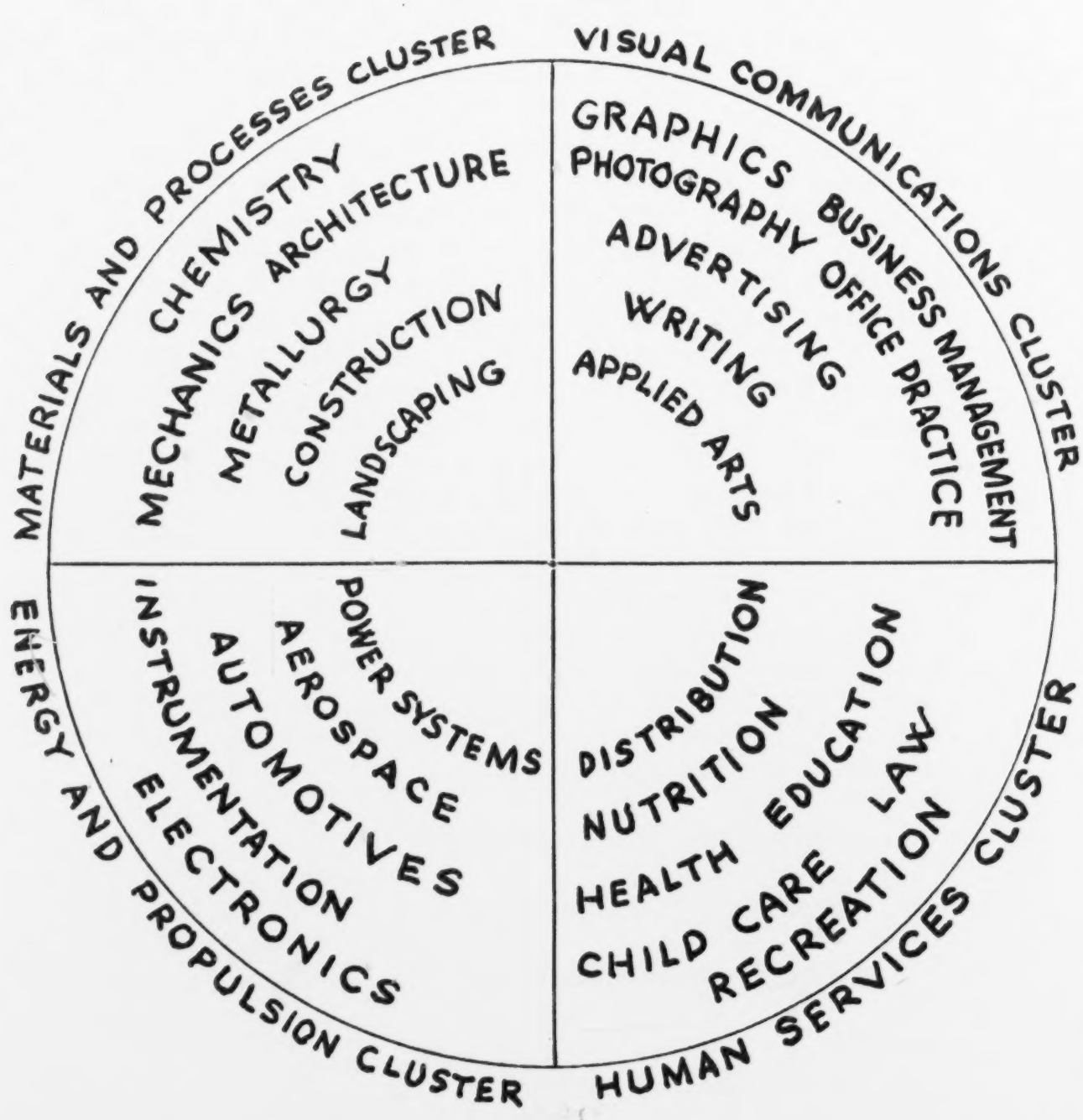
The cluster concept as an approach to career development or vocational education is developing wide interest. The Detroit Public Schools is currently implementing a new program of career preparation based upon the cluster approach. The four clusters being employed in the Detroit classification scheme are naturally based upon a galaxy of careers which is unique to employment opportunities' in that area. Within Metropolitan Washington, D. C. a somewhat different classification scheme might be more appropriate. For illustrative purposes, however, the four Detroit clusters are used throughout the discussion of clusters in this report. (See Chart B). It is presumed that if a cluster approach is employed in the District a classification scheme would be developed based upon a careful analysis of career opportunities available in the metropolitan area which would undoubtedly differ from the Detroit scheme. The Detroit clusters are:

1. Materials and Processes
2. Energy and Propulsion
3. Visual Communication
4. Personal Services

(See Appendix F for an illustrative breakdown of these Detroit clusters.)

MODEL BREAKDOWN
OF
THE GALAXY OF CAREERS
INTO
CAREER CLUSTERS

(AS DEVELOPED FOR THE DETROIT PUBLIC SCHOOLS)



There are several unique advantages in employing the cluster approach tc career development education:

1. As with any rational classification system, The cluster approach provides an opportunity to review intelligently the full galaxy of careers and to analyze similarities and differences. It also provides an opportunity to look at a group of careers in relationship to the knowledge and technology which underlays their function. This makes it possible to relate the study of careers to academic work, both among traditional disciplines, such as physics, chemistry, psychology, social science, and within these disciplines; for example within physics there is electricity, mechanics, aeronautics, propulsion, etc.

2. The cluster approach provides an opportunity to begin career preparation in a broad area rather than in a specific vocational field. Thus within the cluster of visual communications there are several families of careers -- graphics, writing, product development fine arts, office practice -- within each of these families are an even larger number of more specific career options. Beginning with the study of knowledge, skills and technologies common to all careers in each cluster a student can move into increasingly specialized study associated with the specific career which he selects. Furthermore, with this general background the student will be better able to make changes in his specific career later in his life when technological change or personal interest may warrant such a change.

3. The cluster approach provides an opportunity for the schools to broaden extensively its pattern of career development education to serve the career development of all students. While many students may wish to move through a cluster of careers to the level of specialized knowledge and skills appropriate for

immediate job entry, other students will benefit from exploring their career interests as a basis for specialization in continued education following high school.

C. The Junior High School Level - Career Survey and Exploration

The junior high school movement was based largely upon a report of the Commission on the Reorganization of Secondary Education compiled in 1918. It recommended that "in the junior period (of the secondary school) emphasis should be placed upon the attempt to help the pupil explore his own aptitudes and to make at least a provisional choice of the kinds of work to which he shall devote himself...In the junior high schools there should be a gradual introduction of departmental instruction, some choice of subjects under guidance, promotion by subjects, prevocational courses and a social organization that calls for the welfare of the group." The goal was to develop an extensive individualized, exploratory period which matched the intense physical and emotional adjustments of adolescence, and provide a basis for important personal and vocational decisions which must be made at this age."

Few junior high schools ever developed along the lines described. Groups concerned for special areas inevitably pressed for special additions to the curriculum. Since many students at that time did not continue through high school, an American history course was added and is still required despite repetition later in high school. Other academic areas pressed downward from high school -- science, foreign language, mathematics, and special vocational programs. The post-Sputnick pressure for academic excellence added to the rigidity of the junior high curriculum. Today it is seen by many as one of the weakest segments in our educational structure, the breeding ground for dropouts.

CAREER. SURVEY
IN THE JUNIOR HIGH SCHOOLS

9	GRADE 9 STUDENTS MAY ELECT EXPLORATORY WORK IN ONE OR MORE CLUSTER AREAS				
8 7	ENERGY AND PROPULSION CLUSTER	MATERIALS AND PROCESSES CLUSTER	VISUAL COMMUNICATIONS CLUSTER	HUMAN SERVICES CLUSTER	

GRADE 7 & 8 - ALL STUDENTS MOVE THROUGH A SURVEY OF ALL CLUSTERS INTEGRATED WITH ALL CURRICULUM AREAS.

THE TASK FORCE RECOMMENDS THAT AT THE JUNIOR HIGH SCHOOL LEVEL THE EXPLORATION OF ONE'S SELF AND ONE'S PLACE IN THE WORLD SHOULD BE EMPHASIZED, WITH SPECIAL ATTENTION GIVEN TO CAREER DEVELOPMENT ACTIVITIES. STUDENTS SHOULD BE PROVIDED WITH THE OPPORTUNITY TO EXPLORE THE FULL RANGE OF CAREER OPPORTUNITIES IN OUR SOCIETY AND, THROUGH GUIDANCE AND COUNSELING, AIDED IN ASSESSING THEIR OWN ABILITIES, APTITUDES AND INTERESTS. WE PROPOSE THE INTEGRATION OF ALL RELEVANT CURRICULUM AREAS AT THE SEVENTH AND EIGHTH GRADE LEVELS FOR ALL STUDENTS. STUDENTS WOULD CONTINUE TO LEARN THE CENTRAL CONCEPTS AND SKILLS CURRENTLY ASSOCIATED WITH THESE SEPARATE SUBJECTS, BUT THEY WOULD BE COORDINATED WITHIN A CURRICULUM STRUCTURED AROUND THE SEVERAL CLUSTERS OF CAREER OPPORTUNITIES IN OUR SOCIETY. (SEE CHART C).

For example, one unit in the energy and propulsion cluster might focus on electricity. For six to eight weeks in this unit, students would study the scientific phenomena of electrical energy while exploring practical aspects of electricity through building simple electrical machines and radios. They would also explore the uses of electricity in the home for cooking, and other appliances. At the same time they would study the impact of electricity upon society, some of the social efforts of radio and television, the political and economic implications of public versus private power. Throughout these studies students would be introduced to the variety of occupations which are associated with the field of electricity, ranging from home wiring and T.V. and radio repair to electrical engineering and

radiology.

The two-year sequence would be planned and taught cooperatively by a team of teachers from several academic areas, and include laboratory, shop and classroom experiences now included in separate courses. As the students progressed through the several clusters of occupations in our society they would gain not only an orientation but a realistic understanding of the range of career opportunities open to them, the knowledge and skills which are required for success in these careers and the social and personal implications of various careers.

While a totally integrated program of this sort is not currently being developed in the school system, a variety of projects around the country are exploring similar approaches. Our supervising directors and teachers in the areas involved, while concerned not to lose the total identity of academic subject areas and the present focus on individual needs have expressed a willingness to explore this type of program in the junior high school. (See Appendix G for the description of an integrated program on electricity suggested by a Study Group at the Massachusetts Institute of Technology.

The ninth grade of the junior high schools would include career development activities as an elective. Students who wished could schedule time in one or more of the career clusters within their school for exploratory work. This work might take the form of a special project in one of the academic and technical areas related to a particular cluster. It might also take the form of research in developing individualized programs to be employed in the seventh and eighth grade survey program or assisting students at this level of instruction. A few students could also move immediately to the Comprehensive Career Development Center on a part-time basis, as discussed in the "High School Level" below. Overaged students and students clearly considering dropping out of school would be integrated into the flexible introductory career courses, specialized skill programs, cooperative work-study opportunities which the Center offered. As with all aspects of the educational

program for the junior high school level, the goal would be to provide learning experiences which are relevant to the interests and needs of the individual student. The expansion of guidance and counseling personnel, and the correllation of their services with the activities of the instructional program is an essential part of this junior high phase in Career Development.

D. High School Level - Exploration and Preparation

While they are not necessarily more important in the long run, career development programs at the high school level need to be considered in somewhat more detail than those at the other levels. The several studies of vocational education conducted over the past few years have focused particularly upon the level of high school education. For the most part, these studies have proposed the construction of one or two high schools. The Odell MacConnell Study worked out the plans for a vocational-technical-occupational school. The school was to serve roughly five thousand students at an initial expenditure for facilities of roughly $32,000,000.

As must be clear from the Rationale section of this report, the Task Force opposses the construction of a vocational high school. Indeed we propose phasing the limited programs of our present vocational high schools into a broad comprehensive pattern of high school education which will serve the needs of all students. In the study of student opinions, it was indicated that the overwhelming majority of our high school students prefer a high school structure which provides for registration in one of the area high schools plus specialized vocational or career preparation in a special center or in cooperative work study programs. (See page 29 of Appendix C.)

One pattern of structuring high school education which was not recommended by any of the earlier studies is the comprehensive high school. While the Task Force shares the opinion that the attempt to convert our

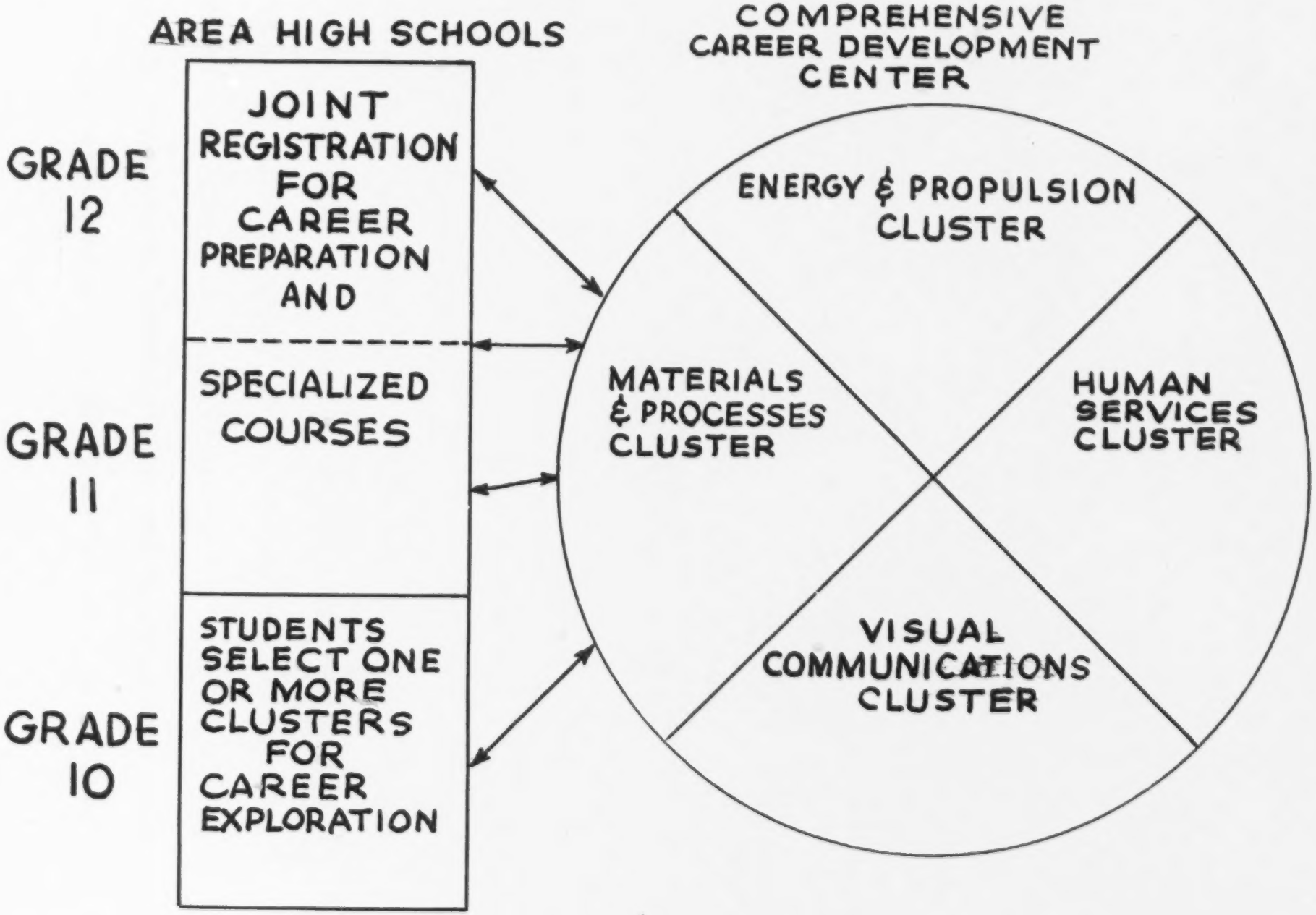
eleven neighborhood or area high schools into comprehensive high schools is both impracticable and illogical, it is sympathetic with the objectives of this type of high school. In his recent report, The Comprehensive High School, James B. Conant, who strongly supports this type of high school organization, quotes a definition written by John Gardner:

> "The comprehensive school is a peculiarly American phenomena. It is called comprehensive because it offers, under one administration and under one roof (or series of roofs), secondary education for almost all the high school aged children of one town or neighborhood. It is responsible for educating the boy who will be an atomic scientist and the girl who will marry at eighteen; the prospective captain of a ship and the future captain of industry. It is responsible for educating the bright and the not so bright children with different vocational and professional ambitions and with various motivations. It is responsible, in sum, for providing good and appropriate education, both academic and vocational, for all young people within a democratic environment which the American people believe serves the principles they cherish."

THE TASK FORCE BELIEVES THAT AT THE HIGH SCHOOL LEVEL BOTH THE ACADEMIC AND THE CAREER DEVELOPMENT NEEDS OF OUR STUDENTS CAN BEST BE SERVED BY WHAT MIGHT BE CALLED A "COMPREHENSIVE CITY WIDE HIGH SCHOOL MECHANISM." THIS WOULD COMPRISE OUR PRESENT NEIGHBORHOOD OR AREA HIGH SCHOOLS AND A SINGLE COMPREHENSIVE CAREER DEVELOPMENT CENTER SERVING THE ENTIRE CITY.* ALL STUDENTS WOULD BE REGISTERED IN THEIR AREA HIGH SCHOOLS AND IN THE CAREER DEVELOPMENT CENTER. DIVISION OF TIME BETWEEN THE AREA HIGH SCHOOL AND THE CAREER

CHART D

A CITY WIDE
COMPREHENSIVE SENIOR HIGH EDUCATION



DEVELOPMENT CENTER WOULD VARY WITH INDIVIDUAL LEARNING

OBJECTIVES

At the tenth grade level all students would spend a minimum of roughly one month in the Career Development Center exploring one of the career clusters. These clusters would follow the same pattern of career classification as the clusters which all students surveyed at the junior high school level. Career clusters within the Comprehensive Career Development Center, however, would offer a much broader area of educational programs. As an example, one of the clusters from the Detroit model which undoubtedly would be appropriate in the District of Columbia is the Human Services Career Cluster. It would provide programs leading to employment as teacher aides, nursery school aides, nurses' aides, barbers and beauticians among other occupations which could be entered upon completion of the instruction available within the center. The cluster would also offer programs for students who plan to continue into technical institutes following their high school program to prepare for technical career requiring less than a full college course of study. Still other areas of specialization would be offered in the Human Services Career Cluster for students who plan to continue on to college or graduate wchool for preparation in such careers as doctors, teachers and lawyers.

In their exploratory work in the tenth grade, students would be involved in what might be called "generic studies" which dealt with areas of knowledge and understanding common to all of the career families and specialized careers within that cluster. Students in the 11th and 12th grade would return to the cluster of their choice for longer periods of time. In most cases this might account for roughly half of their school year, but in all cases the length of time would be governed by the immediate goals of

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* Current plans call for the construction of several Career Development Centers, each providing programs in a single cluster of careers for approximately three thousand students at any one time. (See page 45.) The present vocational high schools will be converted to Career Development Clusters until the new centers are constructed. (See Section V, IMPLEMENTATION.)

A MODEL CAREER CLUSTER

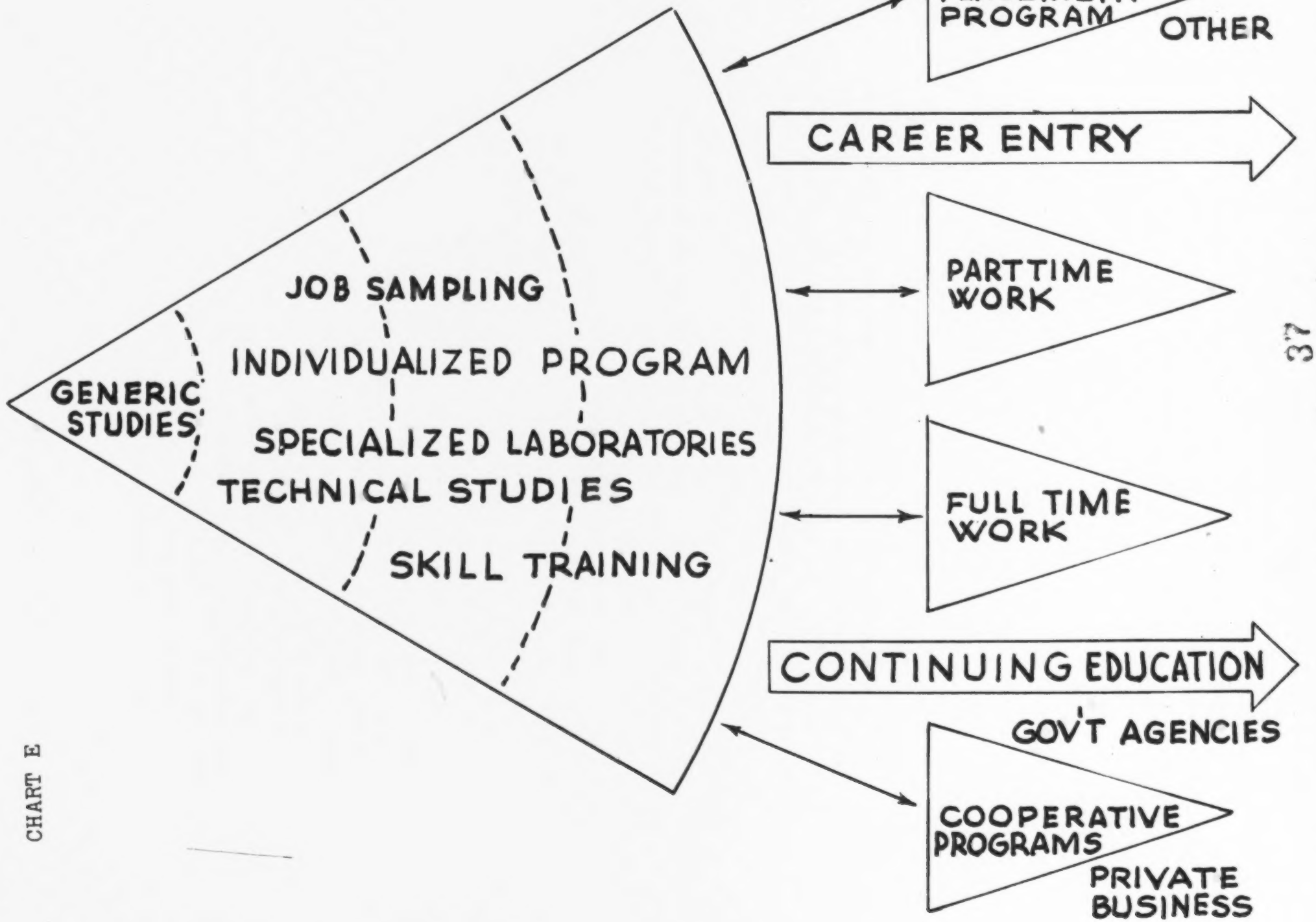

CHART E

of the student. The time might be divided into segments of several days each week, several weeks at a time, or even several months. There are a variety of scheduling options, all of which are practicable and feasible with the use of computerized scheduling facilities.

It is important in envisioning a career development cluster and the Comprehensive Career Development Center not to be restricted by the present vocational high school concept. The career development cluster would be designed to serve a broader range of students and would of necessity require shops and lecture rooms, but there would also be laboratories. Within the Energy and Propulsion Cluster, for example, it would be possible to equip a laboratory where a course in atomic physics could be offered for interested students. Within the Visual Communications Cluster, interested students might publish current affairs or a literary journal. In the process, they would need to cooperate with students developing skills in the area of printing operations and stenography. In essence the career cluster would provide the opportunity for relevant learning which prepares students for realistic career opportunities in the world of work.

A full range of career preparation and career exploration cannot, however, be provided even within a specialized career development center. Each cluster would be expected to develop ties with employers associated with their fields of specialization. New patterns of cooperative relations must be developed to enable students to move out from the career cluster for study in actual job settings.

Furthermore, each cluster would be expected to assume the responsibility for placement of students who have completed specialization in one of their areas of career. This would include placement of students who for personal reasons desire to embark upon parttime work prior to the completion of the requirements for a high school diploma. This latter type of student would have the option of continuing studies in afternoon or evening classes either in the career development center or in his area high school. This would in effect begin expansion of the presently successful STAY Program. Under the new mechanism, however,

the student would not need to consider himself a dropout. He would only be following one of the flexible options of high school education within the system.

It is the belief of the Task Force that this type of comprehensive city-wide high school education with essential career development programs for all students can be developed and implemented, along with the career development program recommended at the elementary and junior high school levels within the next five-years.

It should be noted that the range of career opportunities in the metropolitan Washington area is heavily influenced by personnel needs of the Federal government. While these in fact include a broad range of specialized skills, they are skewed toward administrative research and supporting services, rather than manufacturing. The use of the Detroit clusters has been purely for illustrative purposes in this report. A set of clusters appropriate for the District of Columbia must be developed as an initial activity in the implementation of the Career Development Program.

Since the submission of the Task Force Report, its recommendations have been reviewed in terms of space and transportation patterns in the District, as well as other considerations. Preliminary discussions between school officials and community representatives, including students, indicate that the several Career Clusters would be best established in four or five separate facilities. Each of these Career Development Centers would provide programs in a single cluster of careers to support the specialization of equipment, staff and program. Each would serve approximately three thousand students at any one time. The exact number of centers will be determined in conjunction with the study of career clusters appropriate for the Washington area.